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ABSTRACT

The project oriented work of teacher training projects on peace educations leads the participants toward a common process of learning and experiencing. The two projects in this miniprint focus on street theater activities and international workshops. Four elements characterize the project-oriented work: (1) project on university level are dependent on cooperative planning, execution, and evaluation on an interdisciplinary basis; (2) projects should refer to social problems and to the future professions of the students; (3) the results should have an impact on the social surroundings (university, school, community); and (4) project work on social and political problems in the field of education have to be a part of applied peace education. Following descriptions of the street theater and the workshop projects, a list provides six international workshops on peace education that have been organized in Denmark (1982), Great Britain (1984), the Netherlands (1986), Germany (West Berlin, 1988), Hungary (1990), and Poland (1992). The aim and methods of each workshop show the focus of the events with each emphasizing process-oriented learning with teachers as facilitators.
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PROJECT WORK IN TEACHER TRAINING AS PART OF PEACE EDUCATION

Hanns-Fred Rathenow

Projects on peace education have been carried out at the Technical University of Berlin since 1980. The present report gives examples of this work, focusing on street theatre activities and international workshops. Six international workshops on peace education have been organized (Denmark 1982, Great Britain 1984, The Netherlands 1986, West Berlin 1988, Hungary 1990, and Poland 1992). Aims and methods of the workshops are discussed, emphasizing process-oriented learning with teachers as facilitators.

PROJECT WORK IN TEACHER TRAINING AS PART OF PEACE EDUCATION*

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> "I feel that our educational institutions are in a desperate state; and that unless our schools can become exciting, fun-filled centers of learning, they are quite possibly doomed."
>
> Carl Rogers

Introductory Remarks

Most of the courses at university – lectures, seminars, classes – are structured in a course-like, theoretical way. They are mainly orientated towards a traditional understanding of science which considers research and teaching very often independent from social and political contexts.

- Courses often follow more than necessary the system of subjects that are related to school subjects; their variety is a burden for students and teachers.
- Classes often isolate facts from political, economic and social contexts that should not be separated from one another.

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* This paper refers to an article written by Norbert H. Weber and myself for the Report of the 6th International Workshop on Peace Education (Poznan, Poland, September 1-8, 1992).

- We consider methods that stress project-orientated work more adequate to show the complex structure of educational and also peace educational problems.

The present conditions of study in teacher training at German colleges and universities are characterized by bureaucratic exam requirements which have led to a "credit mentality" complained about for a long time. This is caused mainly by the wide expansion of subject-related study in contrast to studies in social sciences and education, a development which can be seen as a late reaction by the state to students and young teachers in the late sixties and early seventies who were politically aware and last but not least to the poor prospects for young academics looking for a job. The study regulations for the course of studies in education for teacher training students at the Technical University of Berlin require only six classes which last one semester (six months) each. Two of them are already covered by introductory courses (Introduction to Education and a preparatory class for the first practical in school) that are obligatory. In the remaining four classes students have the possibility to select classes of their liking and interests that deal with different educational topics, though the main focus need not necessarily be on society-related problems. It cannot be decided how much time the students will then have left to devote to topics on peace education as part of general studies in education.

If results in peace education are to have not only some academic value but also some importance that can be applied in social contexts, it is not possible to reduce those topics to just one class.

Most courses of study in German teacher training still do not provide students with the necessary qualifications that would enable them to meet the demands of teaching political subjects in school. The aim is to equip students to organize self-responsible learning within social participation. The necessary qualification to act in social contexts, e.g. in a group of pupils or students at school, has traditionally been "taught" in a more abstract way.

Project-orientated work, as we have practised it for years, calls for long-term motivation and additional commitment of the students on the one hand – which they themselves have provided – (cf. Hicks & Steiner, 1989; Pike & Selby, 1988; Rathenow, 1993) and requires techniques for facilitating self-experiential learning on the part of the instructors on the other hand.

Project-Orientated Work

Project-orientated work leads the participants towards a common process of learning and experiencing. It is characterized by a number of elements that correspond interdependently.

- Projects on university level, in which solutions for social problems are thought about, answers are phrased, and methods become tested, are dependent on cooperative planning, execution and evaluation on an interdisciplinary basis.
- Projects should refer to social problems and to the future profession of students. This requires methods of activity-based learning.
- The results of such projects should have an impact on the social surroundings (universities, schools, community). Then the project – planned and carried out in cooperation – illustrates a concrete and direct way of promoting and supporting the commitment of students. The orientation towards a product delivers better results than a written paper or an oral presentation (cf. Valk, 1984).
- Project work on social and political problems in the field of education has to be a part of applied peace education itself, according to the slogan: "Practise what you preach". Along with the reference to a commonly approached aim as the result of cooperative planning we consider process-orientated learning a fundamental part of university education.

The collective production of results can only be successful if phases of reflexion and meta-communication follow phases of long and intensive work. At that point students and teachers should talk about the process of working, the solving of problems that arose during the work, the way conflicts between group members developed and how they were overcome.

The university can offer a "conflict-free zone" for the "peaceful" coping with problems and therefore enable students to develop abilities such as distance towards the role, empathy, tolerance of ambiguities and developing an identity (cf. Krappmann, 1971; adapted by Wulf, 1992).

If students succeed in the realization of these qualifications in an atmosphere of social and emotional security (cf. Loewer, 1984) in the group and if they succeed in producing results on the topic worked on, they are better prepared for conflicts outside university, school or in the community. When teachers plan to work project-orientated they should be capable of working with techniques (Gestalt therapy/pedagogy, global education approach, group training methods) which make it easier to

sensitize students for problems of communication and interaction. In this context it seems important to us that teachers show credibility and get involved with the group.

With the projects on peace education we have carried out at the Technical University of Berlin since 1980, we have always tried to take the criteria noted above into consideration. The two following examples of projects combine a selection of different methods and techniques that can also be transferred to learning in school.

Project: Street Theatre

Notes concerning the term

Since the1920s street theatre – familiar from the Soviet Union and the Weimar Republic – was set up as political theatre.

Erwin Piscator, who invested great effort in the "Proletarian Theatre" founded in 1920, related it in the beginning to the concept of class struggle. Without applying the standards of bourgeois art, they played on the streets, in assembly rooms and local pubs in the working class areas of Berlin with the intention of explaining political problems to people in a lively manner (agitprop theatre).

In that respect street theatre was originally theatre for workers by workers.

Agitation and propaganda in the sense of Piscator's "Confessional Theatre" prompted students at the end of the sixties to rediscover this form of theatre. In contrast to the agitprop campaigns of the Weimar Republic in Germany, street theatre became a means of propagating the goals of the student movement at the end of the sixties. In this context the "Socialist Street Theatre of Berlin (West)" which became popular far beyond the city's boundaries has to be mentioned.

Street theatre as we know it from the student movement is characterized by a number of elements of style which are to be named here briefly (cf. Arbeitsgruppe Friedenspädagogik, 1982):

- Street theatre is marked by a lively presentation on the one hand and standardization on the other; abstract concepts and real, existing ones are portrayed with the help of prototypes. Single persons are merely representatives of their class or of objects respectively (i.e. the capitalist, the worker, the housewife, force, fear).

- Language is the most effective means of expression. It consists of repetitions, enumerations, parallelisms, thesis and anti-thesis, parodies and puns, and is directed towards the people addressed. First of all the subject is presented to the spectators. Only thereafter is their own thinking called for.
- Music is another important element: on the one hand it functions as background, on the other hand there are independent songs worked into the programme. Its purpose is also to attract spectators and listeners and to create an atmosphere.
- The distribution of leaflets during and after the performance is an essential part of the street action. Thereby the spectators become involved in the play(ing) and get the opportunity to discuss the contents with the players. Play and reality merge into one another.

The contents of the play

The preceding elements of street theatre were the basis for the student project that, among others, took place in a course on peace education which was carried out in cooperation with Achim Hellmich of the Institute of Elementary School Education at the Technical University of Berlin.

The controversial discussion in society on the resolution of further armament by NATO (NATO-Nachrüstungsbeschluß) caused a sense of fear in many students, too. It was the main motivation for the commitment of students in that course. As the discussions in the course depicted many fears, such as the fear of suffering, death, rape, inhumanity, callousness, loss of love, loss of beloved people, boundless injustice and oppression, were concealed behind the commitment. Turning these fears into productive energy was the aim of the group. The 20-minute play, which the students developed under their own direction, puts a scenic dialogue with the title "I am frightened" ("Ich habe Angst") or "Awake from your apathy" ("Erwacht aus eurer Gleichgültigkeit") into the centre of the play :

"People with white plaster masks follow stylized activities. The occupations are repeated in a stereotyped fashion so as to create a sense of paralysis, indifference and isolation. After one to two minutes a woman without a mask steps among the masked persons. She is hectic and agitated.

Woman: I've got a problem! I have to talk with somebody! Won't anybody listen to me? (She addresses single people.) Can I talk to you? Will you listen to me? Stop doing that, listen to me, please. What's the matter with

you? I have to talk with you. I've got a problem. Why doesn't anybody listen to me? Won't you listen to me?

Man: (with a half-mask, joining her) What's the matter here? What kind of problem have you got? If you have a problem, just go ahead and talk about it.

Woman: I'm afraid, I'm afraid of war!

Man: War, war, where is war? Do any of you see war? There is no war here!

Woman: Look round you, there are signs everywhere: unemployment is one for example, we have about two million people that are out of work!

...

Woman: You call that peace? Peace, when there is violence all over the world. In our society children are beaten, women are raped ...

Man: Yes, I, too, am afraid of this world, this life, why do you think all these people and I wear these masks? - Because we are frightened ... We are numbed, can you wake us up?

Woman: Show your fear, take your masks away, let us join up to gain strength, to be strong and powerful ...

Man: Against violence which makes us speechless, against the mendacity of politics which makes our will submissive and obedient and clouds our brain.

Man and Woman: Remove your masks, join together. We will win against fear, we will triumph over fear. Awake! It's time to live!"

The piece ends with the poem "Say no!" by Wolfgang Borchert, recited by the whole group.

Evaluation

The students performed the play three times in public, first in the Wilmersdorfer Straße, one of the main shopping areas in Berlin, then in the refectory of the university and finally at the "First International Workshop on Peace Education" in 1982. The following evaluation refers to the first performance which was particularly impressive. The students write in their report: "We planned to perform the play in the Wilmersdorfer Straße. It was very cold on the fixed day. Our feet were cold, our hands freezing and our bodies were shivering – not only from the cold. On our way to the place of performance we distributed leaflets in order to draw attention to the action. This was supported by the wearing of the masks, a means to show the stereotype manner of the problems of the play. Even at this point there were some alarming reactions from pedestrians: 'Go to the East', 'leave us alone', 'You don't dare to move around without masks, there is a ban on wearing masks!', 'Concentration camps should be built for you'." (Cf. Arbeitsgruppe Friedenspädagogik, 1982, p. 176.)

Though the applause of the spectators was less intense and the discussions were shorter than we had expected, a positive mood was soon built up in the group. The feeling of having conducted a joint action with some effect in public made the group self-confident and gave it a feeling of solidarity. Through this action the group felt they had become a part of the peace movement by turning into an affirmation group.

The willingness to act, political courage and the ability to transfer the knowledge acquired in the course was demonstrated by the students. In that respect they carried out Piscator's claim that political theatre has the task to "come to terms with the 'unmastered' and to teach what was missing. Till then the theatre cannot be unpolitical and keep a distance even at the danger of certain artistic shortcomings" (Piscator, 1965).

Project: Workshop

Notes concerning the term

Though "workshops" have become well-known as a means of educational work outside school during the last ten years, in schools and universities they have been worked with mainly in the field of arts and music. Starting from experiences that have been gained with this method at international meetings we consider this way of learning particularly suitable for work in peace education at university level. In cooperation with the late Léon Valk,

a colleague from the Netherlands, we developed the concept of the International Workshop on Peace Education which was intended for students of the teaching profession and for students of social education. Since then we have organized six workshops on peace education in cooperation with our colleagues from different countries at which representatives of the following institutions participated:

Denmark	*Royal Danish School of Education Studies*
Great Britain	*Centre for Global Education, University of York* *West Midlands College of Higher Education, Walsall/Birmingham* *School of Education, University of Exeter*
Lithuania	*University of Education at Vilnius*
The Netherlands	*Noordelijke Hogeschool Leeuwarden/Groningen*
Poland	*Uniwersytet im. Adama Mickiewicza, Poznan/Posen*
Hungary	*Centre for School and Curriculum Development, Budapest* *University of Pecs*
United States of America	*Linn-Benton Community College, Albany, Oregon* *Skagit Valley College, Mount Vernon, Washington*
Germany	*Technical University of Berlin* *Berlin Academy of Arts and Music*

In contrast to usual conferences and meetings we compare workshops (on peace education) with studio work, where students and teachers work together for a limited period of time on a question that was jointly developed on the basis of equal rights and knowledge of the subject. This is

how work achieves its workshop character, whereas participants at conferences or meetings often remain rather receptive, a fact that accounts for the heteronomy which is in many cases considered a strain. The product which has to be developed by the teams does not stand in the middle of nowhere; it is usually the further development of the results that had been worked out in the preparation by students in the national teams.

Characteristics of teaching methods in a workshop format

On the basis of our experiences with workshops up to the present day we have identified a number of basic features which certify the workshop as a method in the field of teacher education:

- To improve communication among the participants of the workshop, communication games and exercises like the ones offered in the global education approach (cf. Pike & Selby, 1988) can be recommended at the beginning and during the workshop. These *self-experiential exercises* not only serve the getting-to-know-you-process but also help to overcome language barriers at the outset.
- For the communication process it is essential that all participants of the workshop have acquired *basic knowledge of the topics of the workshop.* Furthermore central terms like "peace"," war", "violence", "nationalism", "ethnocentrism" as well as "prejudices" and "enemy images" should have been discussed in the preparatory meetings, because they tend to have different meanings. Communication among the participants can be made easier by the *exchange of written material* on school systems and teacher training.
- It is also helpful to *emphasize topics of primary focus* which are related to the contents of the workshop and which have also been worked on at the respective universities. If there are not any current situations, like the Gulf War or the war in former Yugoslavia that concern the public at the time being, the contents of teaching materials or excursions can be prepared. The planning should always be flexible so as to *integrate current political events* into the work.
- According to the meaning of the term "workshop" the *preparation of the topics* is the basis for the work of the international groups. The results worked out will be presented and discussed, then they merge into a new product, determined by the participants of the working groups. In this respect the *workshop is method* as well.
- The teacher of the workshop can be described as a *"facilitator"*, as a competent, expert helper in contrast to a lecturing authority. *Process-*

oriented working requires sensitivity in dealing with the usual leadership. "It is a risky thing for a person to become a facilitator of learning rather than a teacher. It means uncertainties, difficulties, setbacks – and also exciting human adventure, as students begin to blossom." (Rogers, 1983, p. 137.)

The production of results can be documented in different ways. At our workshops we published

- written results on *notice boards and posters*,
- partial results immediately in *the workshop newsletter* that was published every morning.

With the help of these means of publishing our results, the participants were enabled to keep themselves informed on the work of the individual teams.

- The results were then made public at a *"market stall"* and received by a public that was critical and interested.
- Finally the results were published in a *booklet in German and/or Dutch*.

Aims of the workshop

These workshops, which brought together almost 400 dedicated teachers, educators, students and social workers from different countries, focused on a series of key issues and main problems: They were aimed at the *presentation and discussion of basic problems of peace education, peace research and the peace movement* of the countries that sent participating students.

One of the main regular issues has so far been the East-West conflict, as is mirrored in titles like "Cold War", "Iron Curtain" and "Communist Power". After the collapse of the communist system in Eastern European countries, topics such as *economic problems in East and West*, forces of *nationalism, ethnic minorities* seeking political independence or annexation by another state have become more important.

Workshops on peace education make the participants become aware of the *stereotypes, cliches, prejudices* and *enemy images* they have in their own thinking and feeling. With the help of special exercises we tried to portray auto- and heterostereotypes of the participating nations, i.e. peppers, the Puzta and Lake Balaton as a description for Hungary, clogs, tulips and windmills as stereotypes for the Netherlands and soccer, punctuality, cleanliness, Sauerkraut and beer for Germany.

Local aspects and organization

We would advise arranging a *preparatory meeting* with students and teachers at the place where the workshop is to take place in order to find out about the local conditions (i.e. venue, room and board, technical facilities) of the workshop. The *historical importance of a place* might be the decisive factor for its selection, as was the case in 1984 when Coventry, whose cathedral was destroyed by the Germans during the war and later built up as a memorial, was chosen. In 1988 Berlin was selected as the place where the workshop was to take place as it was on the borderline between East and West.

In order not to experience the place of the workshop solely as the place of the conference, we arranged *excursions* into the surrounding area. It was important to us that they were in some way *related to peace education*. In Ameland (1986) we went on an ecological bicycle tour to the nature reserve of the island, in Berlin (1988) a tour of the city helped us to understand the problems of the divided city, and in Poznan (1992) we dealt with the beginnings of an independent Polish history on a one-day excursion. The *public peace party* with official guests from the communities at the end of the workshop contributed to the relations between the participants of the workshop and the host countries or the host communities.

The central contents

The one-week workshops carried out so far took place around a fixed topic which was expanded by current events which, understandably enough, could not have been taken into consideration at the time of planning the workshop.

First International Workshop on Peace Education (Denmark, 1982)

At that time the discussion of the realisation of the *"NATO dual tract decision"* was a current topic which was a main point of explicit reporting in the mass media of the East and West. The aim of the planning of the national work groups consisted of analysing the topic in their respective national media and contributing this material to the workshop. During the workshop the results, which were based on newspapers from Poland, East and West Germany, the Netherlands and Denmark, were presented and their contents were then studied in a comparative analysis. A means of didactic adaptation to show the threat of the new quality of weapons like the SS 20, Cruise Missiles and Pershing 2, was street theatre as described above.

Second International Workshop on Peace Education (Great Britain, 1984)
Since Coventry has – like Berlin – a high percentage of foreign citizens we selected *"Prejudices and Enemy Images towards Minorities"* as our main topic. This subject, which also became a topic in later workshops, was related by the Dutch students to minorities in their own country. The group from Berlin dealt with the problems of integration of the Turkish minority. An exchange of experiences took place during the workshop, when one group visited the minorities living in Coventry (mainly Asians) to find out about their problems. The recognition that the political aim of integration of minorities is not carried out in reality in Great Britain was a common process of learning for the students.

A few British and German female group members, who had participated in actions at Greenham Common before the workshop, suggested a work group dealing with *"Structural Violence Against Women"*. Though there had not been any preparatory work on this topic, the results, in which men were also involved, were well received. One possible reason that this topic had so far only been on the fringe of consideration may have been that men had been mainly involved in the planning of the workshops. The results of our work were documented in the newsletter "Peace Pieces" which was produced daily under the responsibility of students during the evening and night. The documentation of this project is available in Dutch (cf. Stichting Lerarenopleiding Ubbo Emmius, 1986).

Third International Workshop on Peace Education (The Netherlands, 1986)
Though the first workshop in Denmark (1982) was still characterized by the confrontation of political blocs and the intense discussion on the rearmament in Europe, the workshop described here took place under the influence of the prospective INF-treaty. Because of this it was noted attentively in what ways activities on peace education developed between East and West. The participation of a group of Hungarian students for the first time, who had been invited by the teacher training college Ubbo Emmius in Groningen, has to be seen against the background of a cultural agreement which was concluded in the spring of 1986. At that time Berlin (West) had been selected as the meeting place of the fourth international workshop for Dutch and Hungarian students in June 1988. Therefore the theme of the conference *"Methods of Peace Education"* was maintained, though the special interest of the participants of the workshop was directed at problems of peace education in Hungary, still a communist country. A current topic was found in the attack of the United States on Libya, which

was analysed in the national and international press with the focus on "stereotypes in newspapers".

Fourth International Workshop on Peace Education (West Berlin, 1988)
At the third workshop in 1986 students from Eastern countries participated for the first time. This seemed to mark a change in the relationship between East and West. Thus it seemed reasonable to let the following workshop take place in Berlin for geographical and political reasons as Berlin had been a bridge for the relations between East and West in the European postwar era. Prejudices and enemy images of different conciseness collided with an intensity that could be found in few other places. So the topic of the conference resulted from that: *"Prejudices and Enemy Images in East-West Relations"*. The foreign participants – for the first time there were students from the United States – experienced the immediate confrontation between East and West in Berlin, for many of them the first experience of this kind ever. Therefore large parts of the work as well as the conversations were shaped by these impacts. They were also emphasized by the location of the place of the conference, the International Educational Youth Centre "Jagdschloß Glienicke" in Berlin-Wannsee which is located in the vicinity of the Wall and the Glienicke Bridge, named "Bridge of Unity" ("Brücke der Einheit"; in English it is better known as "Bridge of Spies").

Now the Wall is no longer important; developments in Europe in 1989 have made it history. For the participants of that workshop it might be an exciting thought to know that they could now cross over the Glienicke Bridge to Potsdam on a short walk. The projects ("Allied Forces in East- and West-Berlin", "Comparative Schoolbook Analysis on the Berlin Wall", "Daily Papers in East and West in Political Education" etc.) carried out during the workshop have certainly contributed towards the shaping of sensitivity for the manifold problems of the relationship between East and West (cf. Mende & Rathenow, 1990).

Fifth International Workshop on Peace Education (Hungary, 1990)
At the end of August 1989 the executive committee of the workshop met in Budapest. Facing the political change in Eastern Central Europe we decided the main topic of the next workshop, to be held in Zanka on Lake Balaton, would be *"From Confrontation to Cooperation"*. One year later the political and economical situation has confirmed our decision. In September 1989 the first democratic government was established in Poland. Two months

later the "peaceful revolution" took place in the GDR and the Wall between East and West Germany was torn down. Therefore the workshop one year later at which students from East Germany (Germany was reunified on October 3, 1990) participated for the first time was led by the following questions:

1. As old prejudices and images of the enemy in East-West relations have disappeared, we discussed who are "the new enemies"? (This was considered both at a national and international level.)
2. Which problems are attached to the process of the democratic transformation in former communist countries?
3. What role does the new nationalism play and which answers could be provided by multicultural education? (Here aspects of gender education, anti-racist education, anti-sexist education were also concerned.)
4. How could we reinforce the responsibility for our common future by considering the links between disarmament, development, environment and human rights?
5. What role does self-experiential learning in education play for international understanding?

Immediately after the political change in East and Middle Europe the workshop became a suitable means for students and teachers from the Netherlands, Great Britain, the United States and Germany to discuss questions (that had to be left aside at the other workshops) of political everyday life in communism with Polish, Hungarian and East German partners. This was also the case the other way round for the participants from the former Eastern bloc, particularly for students from the former East Germany.

Sixth International Workshop on Peace Education (Poland, 1992)

After the complete collapse of the Communist system in all Eastern European countries and the disintegration of the Council for Mutual Economic Assistance (Rat für gegenseitige Wirtschaftshilfe, RGW) and the Warsaw Pact the workshop was headed *"The Peaceful Process of Integration: Challenges for the Nation-State"*. Poznan/Posen was the obvious place for the conference because of Poland's centuries of relations with the rest of Europe, and particularly for the relations with Germany which had not always been painless for over a thousand years. Another reason for selecting this place was the long-standing good relationship between the Technical University of Berlin and the Adam-Mickiewicz-University Poznan whose students and/or teachers participated

in all the workshops mentioned here except the one in the Netherlands. The political events in the former USSR made it possible for the University of Education at Vilnius (Lithuania) to send representatives for the first time.

The seventh workshop on peace education will be held in Lithuania in September 1994.

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